

# Board of Education Agenda Item

Item: H.

Date: March 23, 2005

Topic: Alignment of Board of Education "Highly Qualified" Policies to Requirements for Special Education Teachers Under the Individuals with Disabilities Education Improvement Act of 2004

Presenter: H. Douglas Cox, Assistant Superintendent for Special Education and Student Services and Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 225-3252/371-2522 E-Mail Address: [Doug.Cox@doe.virginia.gov](mailto:Doug.Cox@doe.virginia.gov) / [Thomas.Elliott@doe.virginia.gov](mailto:Thomas.Elliott@doe.virginia.gov)

## Origin:

☐ Topic presented for information only (no board action required)

☐ Board review required by

☒ State or federal law or regulation

☐ Board of Education regulation

☐ Other: \_\_\_\_\_

☐ Action requested at this meeting ☒ Action requested at future meeting: April 20, 2005

## Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

## Background Information:

On November 19, 2004, Congress passed Public Law 108-446, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). One significant element of the new statute is the term "highly qualified" as applied to special education teachers. IDEIA links its definition of "highly qualified" to the No Child Left Behind Act (NCLB) definition but modifies it as it applies to special education teachers. A teacher who is highly qualified under IDEIA is considered highly qualified for purposes of NCLB. Specifically, the new law requires that all special education teachers who teach core academic subjects to students with disabilities meet "highly qualified" requirements either as elementary teachers or subject-area teachers.

## **Summary of Major Elements**

Attachment 1 describes proposed Board of Education requirements to be a highly qualified special education teacher.

Attachment 2 describes proposed revisions to the High Objective Uniform State Standard of Evaluation (HOUSSE), approved by the Board of Education February 25, 2004, that apply to these requirements.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board accept on first review the proposed policies for special education teachers to become highly qualified.

### **Impact on Resources:**

Undetermined fiscal resources will be required to provide opportunities for special education teachers to meet the “highly qualified” requirements (e.g., tuition reimburse, institutes).

### **Timetable for Further Review/Action:**

The Board will be asked to conduct final review at its meeting on April 20, 2005.

**Virginia Requirements to Be a Highly Qualified  
Special Education Teacher**

Category of special education teachers	Requirements under P.L. 108-446
All special education teachers	General Requirements: <ul style="list-style-type: none"><li>• Hold at least a B.A.</li><li>• Must obtain full state special education certification or equivalent licensure</li><li>• Cannot hold an emergency or temporary certificate</li></ul>
<b>Consultative teachers</b> and other special education teachers who do not teach core academic subjects	Only meet general requirements above
New or veteran <b>elementary school</b> teachers teaching one or more core academic subjects only to children with disabilities held to alternative academic standards ( <b>most severely cognitively disabled</b> )	In addition to the general requirements above, may demonstrate academic subject competence through “a high objective uniform State standard of evaluation” (the HOUSSE process)
New or veteran <b>middle</b> or <b>high school</b> teachers teaching one or more core academic subjects only to children with disabilities held to alternative academic standards ( <b>most severely cognitively disabled</b> )	In addition to the general requirements above, may demonstrate “subject matter knowledge appropriate to the level of instruction being provided, as determined by the Board of Education, needed to effectively teach to those standards”
<b>New</b> teachers of <b>two</b> or <b>more academic</b> subjects who are highly qualified in either mathematics, language arts, or science	In addition to the general requirements above, has two-year window in which to become highly qualified in the other core academic subjects and may do this through the HOUSSE process
<b>Veteran</b> teachers who teach <b>two or more core academic subjects</b> only to children with disabilities	In addition to the general requirements above, may demonstrate academic subject competence through the HOUSSE process (including a single evaluation for all core academic subjects)
Other special education teachers teaching core academic subjects	In addition to the general requirements above, meet relevant ESEA requirements for new elementary school teachers, new middle/high school teachers, or veteran teachers

**Special note:** Special education teachers new to the profession who teach only one core subject or who teach at the elementary level must meet the relevant criteria for demonstrating competency under the NCLB definition (in addition to the overarching special education licensure requirements).

**(Attachment #2)**  
**VIRGINIA REQUIREMENTS FOR TEACHERS NOT NEW TO THE TEACHING PROFESSION**  
**TO MEET THE DEFINITION OF HIGHLY QUALIFIED**  
**IN THE FEDERAL CORE ACADEMIC AREAS AND SPECIAL EDUCATION**

[Approved by the Board of Education on February 25, 2004]

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<b>Elementary Education (prek-6)</b>	<p>Experienced elementary school teachers, including those entering the teaching profession through the alternate route, who are licensed in elementary education with an active license may meet the “highly qualified” definition required in the No Child Left Behind Act (NCLB) by completing one of the following requirements:</p> <ol style="list-style-type: none"> <li>1. passed a rigorous state-approved academic subject test for elementary education [Section 9101(23)(B)(ii)]; OR</li> <li>2. designated highly qualified in another state or the District of Columbia; OR</li> <li>3. met the <b>High Objective Uniform State Standard of Evaluation (HOUSSE)</b> definition by the: <ol style="list-style-type: none"> <li>a. completion of an earned advanced degree from an accredited college or university;* OR</li> <li>b. completion of a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area;* OR</li> <li>c. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education, OR</li> <li>d. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR</li> <li>e. completion of three years of successful teaching experience and <ol style="list-style-type: none"> <li>(1) an academic major or equivalent in a subject area the teacher teaches; OR</li> <li>(2) an interdisciplinary major (or equivalent); OR</li> <li>(3) at least 9 semester hours in each core discipline area of mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics).</li> </ol> </li> </ol> </li> </ol> <p><b><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 3a, 3b, and 3d must be completed in the content or academic subjects taught.</u></b></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<b>Middle Education (6-8)</b>	<p>Experienced middle school teachers, including those entering the teaching profession through the alternate route, who are licensed in middle education with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> <li>1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>2. designated highly qualified in another state or the District of Columbia; OR</li> <li>3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>6. met the <b>High Objective Uniform State Standard of Evaluation (HOUSSE)</b> definition by the: <ol style="list-style-type: none"> <li>a. completion of an earned advanced degree from an accredited college or university;* OR</li> <li>b. completion of an institute(s) in the content areas of mathematics, science, language arts/reading/English, and social studies (history, government, geography, and economics) that meets high quality professional development criteria established by the Department of Education; OR</li> <li>c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR</li> <li>d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> <li>(1) an interdisciplinary major (or equivalent); OR</li> <li>(2) a minimum of 18 semester hours in the middle school area(s) taught—mathematics; science; language arts/reading/English; and social studies (history, government, geography, and economics).</li> </ol> </li> </ol> </li> </ol> <p><b><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></b></p> <p><del>NOTE: Middle school teachers who are teaching a federal core academic subject for which students are receiving credit toward high school graduation, such as algebra I or Earth science, must meet the highly qualified criteria outlined in the secondary grade level assignment for that teaching area.</del></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<b>Secondary (6-12)</b>	<p>Experienced secondary school teachers, including those entering the teaching profession through the alternate route, who are licensed in a secondary endorsement area with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> <li>1. passed a rigorous state-approved academic subject test in each of the academic subjects in which the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>2. designated highly qualified in another state or the District of Columbia; OR</li> <li>3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>6. met the <b>High Objective Uniform State Standard of Evaluation (HOUSSE)</b> definition by the: <ol style="list-style-type: none"> <li>a. completion of an earned advanced degree from an accredited college or university;* OR</li> <li>b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR</li> <li>c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development;* OR</li> <li>d. completion of three years of successful teaching experience and a minimum of 24 semester hours in the area(s) taught.</li> </ol> </li> </ol> <p><b>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</b></p>

Grade-Level Assignment	Requirements for Teachers Not New to the Profession to Meet the Definition of Highly Qualified
<b>Pre-Kindergarten-Grade 12 (such as art, music, or foreign languages)</b>	<p>Experienced teachers, including those entering the teaching profession through the alternate route, who are licensed in a pre-kindergarten through grade 12 endorsement and teaching a prek-12 subject area with an active license may meet the “highly qualified” definition required in the NCLB Act by completing one of the following requirements:</p> <ol style="list-style-type: none"> <li>1. passed a rigorous state-approved academic subject test in the subjects the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>2. designated highly qualified in another state or the District of Columbia; OR</li> <li>3. have an academic major or coursework equivalent to an undergraduate academic major in the subject area(s) the teacher teaches [Section 9101(23)(B)(ii)]; OR</li> <li>4. earned an advanced degree in a content area (master’s, education specialist, or doctorate) in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>5. completed a nationally recognized certification program in the teaching area or a certificate of advanced graduate studies in the teaching area [Section 9101(23)(B)(ii)]; OR</li> <li>6. met the <b>High Objective Uniform State Standard of Evaluation (HOUSSE)</b> definition by the: <ol style="list-style-type: none"> <li>a. completion of an earned advanced degree from an accredited college or university;* OR</li> <li>b. completion of an institute(s) in the content area(s) in which the teacher teaches that meets high quality professional development criteria established by the Department of Education; OR</li> <li>c. completion of 180 professional development points from the eight options of college credit, professional conference, curriculum development, publication of article, publication of book, mentorship/supervision, educational project, and professional development activity within the most recent five-year period as outlined in <i>Virginia’s Licensure Renewal Manual</i> and based on the NCLB Act’s definition of high quality professional development; * OR</li> <li>d. completion of three years of successful teaching experience and <ol style="list-style-type: none"> <li>(1) an academic major or equivalent in the subject area(s) the teacher teaches; OR</li> <li>(2) a minimum of 24 semester hours in the area(s) taught.</li> </ol> </li> </ol> </li> </ol> <p><b><u>*For special education teachers to become highly qualified under HOUSSE, requirements in options 6a and 6c must be completed in the content or academic subjects taught.</u></b></p>